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ABSTRACT

Implementation of Research for Better Schools (RBS) Career Education at four 1975-76 sites is described and results of the participant opinion surveys administered to students, parents, and community participants are summarized across all sites. Evaluation activities, program operations, and student characteristics at each particular site are described. Basic information on student demographic characteristics, career skills, life or self skills, and basic skills collected at all four sites is included. Evaluation methodology is described, which involved the use of participant opinion surveys administered at the end of the school year. (These surveys indicated the perceptions of participants regarding various program components and the success of program implementation.) In general, results presented showed that (1) participant responses were favorable toward the program. (2) Participants noted the following positive changes in students: Increased interpersonal skills, increased interest in school, increased confidence and maturity, increased knowledge of careers, increased interest in careers, and increased clarification of career plans. (3) Although very few negative responses were received, some problems were indicated in basic skills achievement, work habits, overall school performance, and school interest. (4) Overall, positive responses outnumbered negative responses by a margin of four to one. (TA)

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RBS CAREER EDUCATION

1975 - 1976

WITHIN-MODEL EVALUATION REPORT

August 31, 1976

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The **1975-1976 WITHIN-MODEL EVALUATION REPORT** was prepared by Thomas W. Biester.

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I. INTRODUCTION

This report describes the implementation of RBS Career Education at four sites during the 1975-1976 school year and presents opinions of program participants relating to its operation. The report illustrates the various adaptations of the common elements of the RBS Career Education model, indicates the wide range of students who participated in the program during 1975-1976, and assesses program conduct from the viewpoint of the people involved.

RBS Career Education has been designed to provide secondary school students with cognitive skills, career experiences and personal perspectives which will aid in their selection and pursuit of adult life goals. The program utilizes self-paced learning resources, direct participation in vocational environments, classroom experiences, and adult-youth interpersonal interactions to achieve its ends. It is hypothesized that this approach, focusing on individualization and community-based experiences, produces educational effects that are superior to approaches utilizing a traditional classroom structure. Closer cooperation between the education and business communities is also an intended longer range result since successful implementation of the program involves the establishment of continuing cooperation among representatives of these communities. RBS Career Education consists of three principle instructional components: Career Development, Career Guidance and Basic Skills.

RBS Career Education has been under development for five years and has just completed its fourth year of operation with secondary school

students in Philadelphia as the Academy for Career Education. The Academy has expanded from an enrollment of 100 students in an independent alternative school setting during the first year of operation to 325 students in a large urban high school setting during the 1975-1976 school year. The Academy has served in a demonstration capacity in order that potential adopters of RBS Career Education may see the program in operation.

During the 1975-1976 school year, RBS Career Education moved into a dissemination phase in order to test program effectiveness outside the controlled atmosphere of the demonstration site. Expanded implementation of RBS Career Education in other settings provided an opportunity to determine if student outcomes are replicated and to study the program's flexibility in meeting local needs.

Planning activities were conducted during the 1975-1976 school year with three pilot sites, and RBS Career Education was implemented at each site at midyear. The three pilot sites and their locations were: Washington High School-Immaculate Conception High School, Washington, Pennsylvania; Washington Township High School, Sewell, New Jersey; and Wilmington High School, Wilmington, Delaware. Each pilot site has taken the basic program elements which were developed within the context of the demonstration site in Philadelphia and adapted them to meet their local needs and available resources.

Since the duration of program operations at the pilot sites during the 1975-1976 school year was only four months, a comprehensive analysis of student outcomes was not appropriate. Pilot site evaluation activities

during 1975-1976 were primarily formative and involved monitoring of program operations and assessing participant opinions. These evaluation activities were also continued at the demonstration site during 1975-1976.

This report describes implementation of RBS Career Education at each of the 1975-1976 sites and presents the results of the participant opinion surveys. Separate sections of the report describe evaluation activities, program operations, and student characteristics at each particular site. Opinionnaire results are summarized across all sites and presented in the fifth section. A concluding section summarizes the report content.

II. EVALUATION DESIGN

Evaluation has been a continuing component in the development of RBS Career Education. The evaluation findings have provided a useful source of information on refining the program as well as offering evidence of program effectiveness to participants, sponsors, potential adopters, and other members of the educational community. An Evaluation Package which includes materials and related services has been developed to assist adopters in evaluation planning, instrument selection and scoring, data analysis, and program monitoring.

Implementation of RBS Career Education at the pilot sites provided an opportunity to field test the program in a variety of settings with a wide range of students. The evaluation emphasis at the pilot sites during 1975-1976 was primarily upon monitoring of program operations and assessing participant opinions. Although an analysis of student outcomes was not appropriate for the first program year, students at all pilot sites were pretested on various cognitive and affective measures. A quasi-experimental design utilizing non-equivalent comparison groups was established for each of the pilot sites for the purpose of assessing student outcomes during 1976-1977.

RBS Career Education has identified three general areas in which student outcomes are anticipated. These areas are (1) Career Skills, (2) Life or Self Skills and (3) Basic Academic Skills. Program implementors also need basic demographic information for students who are participating in the Career Education Program or serving as control

group counterparts. Additionally, participant opinions provide valuable feedback on perceived effectiveness of program elements. A series of instruments addressing these concerns has been identified to measure the impact of RBS Career Education.

Instruments and subscales selected or constructed for each area of measurement are listed below.

Career Skills

- Career Maturity Inventory (Career Knowledge and Planning Subtests)
- Student Attitude Survey (Career Attitude Scale)
- Self-Directed Interest Inventory

Life or Self Skills

- Assessment of Student Attitudes Toward Learning Environments
- Student Attitude Survey (Acceptance of Self Scale)
- Student Attitude Survey (Acceptance of Others Scale)

Basic Academic Skills

- Comprehensive Tests of Basic Skills (Reading Comprehension Test, Arithmetic Concepts Test, Arithmetic Applications Test)

Student Demographic Charactertistics

- Student Demographic Data Questionnaire

Participant Opinion

- Student Opinion Survey
- Parent Opinion Survey
- Community Participant Opinion Survey

The instruments which measure each of the general areas of program effects were administered to experimental and control students at the demonstration site as a pretest in May, 1974, and as a posttest in May, 1975, and February, 1976. The student outcome measures were administered to program and comparision group students at the pilot sites

as a pretest in January and February, 1976.

Since this report addresses characteristics and opinions of 1975-1976 participants in RBS Career Education, those instruments relating to student demographic characteristics and participant opinions are described below in more detail.

The Student Demographic Data Questionaire (SDQ) was constructed to gather information concerning the demographic characteristics of students. The SDQ collects information such as student name, address, telephone number, birth date, sex, grade level, and ethnic group membership. The SDQ solicits grade average, attendance rate, plans after completing secondary school program, and reason for applying to the Career Education Program. The SDQ also requests parental occupations and levels of education as well as the short-term and long-term occupational plans of students.

Three instruments were constructed to assess the opinions of program participants: the Student Opinion Survey; the Parent Opinion Survey; and the Community Participant Opinion Survey. Each instrument measures participant opinions concerning various program elements, opinions on program benefits and comparisons of the program relative to standard curricular offerings. Each instrument is composed primarily of rating scale items incorporating five-point Likert-like scales. Each instrument also contains a few open-ended items which request participants to note positive or negative student changes resulting from the program and to note general comments.

The SDQ was completed by experimental group students at the demonstration site during pretesting in May, 1974, and during posttesting in February, 1976. The SDQ was completed by program students at the pilot sites during the pretesting sessions in January and February, 1976. The instruments were administered by school staff and supervised by project evaluators.

Participant opinion surveys were administered during May, 1976. Student Opinion Surveys were administered during group guidance periods at each of the sites. Parent Opinion Surveys were administered by mail at all sites. Each site developed a cover letter indicating the purpose of the survey, emphasizing the importance of the survey, and noting a deadline for return. Stamped return envelopes were included in the mailing. The method of administration of the Community Participant Opinion Survey varied. In Philadelphia, the resource coordinators personally distributed and picked-up surveys. Surveys were mailed to community participants at Washington, Pennsylvania. Surveys were administered during an advisory group meeting at Washington Township, New Jersey. Surveys were not administered to community participants in Wilmington.

Responses to the SDQ were machine-processed, whereas the participant opinion surveys were tallied by RBS clerical staff.

Results of the SDQ and participant opinion surveys were used for descriptive purposes. Categorical percentages for SDQ items described the samples of students participating in RBS Career Education at each site and across all sites. Response frequency distributions for each of the survey items were used to describe perceived program effectiveness

for each site and across all sites. Formal analyses beyond the descriptive analyses described above are not appropriate for results of these instruments.

III. 1975-1976 RBS CAREER EDUCATION SITES: PROGRAMS

A distinctive feature of RBS Career Education is its flexibility in meeting the needs of local education agencies. Potential sites have the opportunity to adapt the three basic program elements within their own particular context.

During the 1975-1976 school year, four sites implemented RBS Career Education programs. The demonstration site completed its fourth year of operation, while the three pilot sites began operation during the second half of the school year. Although each implementation involved certain common elements, the specific applications of the program varied across sites. This section will briefly describe RBS Career Education programs at each of the four implementing sites in terms of setting, staffing, and the three basic program elements: Career Development, Career Guidance, and Basic Skills.

Olney High School, Philadelphia, Pennsylvania

The RBS Career Education Program has been developed and operationalized in Philadelphia as the Academy for Career Education. Since the 1974-1975 school year, the program has operated within Olney High School. During the past school year NIE funded the administration of the program and its use for demonstration purposes. The School District of Philadelphia financed all other costs associated with the operation of the Academy.

The program was staffed by an administrative head who was assisted by seven resource coordinators, six teachers, and two teacher aides. The resource coordinators conducted Career Development and Career Guidance activities. Three English and three mathematics teachers provided the instruction in the Academic Resource Center (ARC).

During the 1975-1976 school year, approximately 325 students in grades nine through twelve were enrolled in the Academy. Students were recruited from each feeder school and selected on a percentage allocation basis.

In the Career Development component students participated in career exploration courses and career specializations. Exploration courses were developed for 20 clusters involving approximately 100 community resource sites. For each 12-week academic quarter students select one of the available clusters for their exploration experience. They are involved in cluster programs at resource sites for one full day each week. Specialization activities vary, depending upon the objectives of each student.

The Career Guidance component provided five separate curricula for the varied levels of students enrolled in the Academy. Exercises from the RBS Career Clarification program were utilized. Students were rostered into group guidance activities for one period a week. Students were also regularly scheduled into individual assessment periods with a resource coordinator.

Students were scheduled for language arts and mathematics instructions in the Academic Resource Center for two periods a day for each of the four days that they were in school. ARC instructional materials included Individualized Learning for Adults materials as well as a variety of programmed materials.

Washington High School - Immaculate Conception High School, Washington, Pennsylvania

Washington is the county seat of Washington County, Pennsylvania, and is approximately 25 miles south of Pittsburgh. The area is rural-suburban with only light industry in the vicinity. Washington School District, in the city of Washington, is the central location of the EBCE site for the two schools participating in the program. The two schools are: Washington High School (an urban, public school) and Immaculate Conception High School (an urban, parochial school). Both schools contain grades nine through twelve.

Full scale operation of the EBCE program began in February with 41 students, 27 from Washington High School and 14 from Immaculate Conception High School. Students were recruited from the general school populations and represented a wide range of abilities. The grade composition of students from Immaculate Conception High School consisted of eleventh and twelfth grades while the students enrolled at Washington High School were in grades nine through twelve.

Common Career Exploration activities were offered to students at both schools in two six-week cycles. Activities were scheduled

through Thursday of each week of a cycle. Five exploration clusters were developed using a total of 14 employer sites. The project coordinator was responsible for recruiting community resources and developing programs at each site.

Career Guidance was conducted in group sessions. Two groups were formed at Washington High School and one group at Immaculate Conception High School with each group meeting weekly for one 50-minute session. The curricular content of the group guidance sessions centered around the RBS Career Clarification program. Group guidance sessions at Washington High School were conducted by a guidance counselor. A team approach, using a guidance counselor and the school principal, was utilized at Immaculate Conception High School.

Students at each school attended their regular classes to receive basic skills instruction.

Washington Township High School, Sewell, New Jersey

Washington Township High School is located in southern New Jersey. Its favorable location on access highways and mass transit systems to Philadelphia has transformed farmland into a rapidly growing suburban community. The region is characterized by upper-middle class families with high educational aspirations for their children. The high school contains grades nine through twelve and has an enrollment of 1,500 students. Approximately 62% of the graduating class continue some form of education. There are a number of institutions of higher

education in the general area. Commerce and industry are primarily that of services and light manufacturing.

Full scale operation of the EBCE program began in the second week of February with 92 students from grades nine through twelve. Students were recruited from an existing in-school career education program, "The Career House".

Career Development activities consisted primarily of career exploration activities. Exploration activities involved groups of two or three students spending approximately five hours at one site each week. Site selection was based upon student interest and the availability of transportation. Thirty-three employer sites representing most of the 15 USOE clusters participated in the program. All sites were recruited by the program coordinator, the vice-principal of the school. Responsibilities of maintaining and expanding the Career Development portion of the EBCE program were given to the job placement coordinator who became a full-time staff member of the project in mid-March.

Career Guidance activities were provided to students by four teams, each team consisting of one teacher and one guidance counselor. The RBS Career Clarification Program was the central curricular element of career guidance activities. The method of instruction consisted of group guidance sessions which were scheduled for one 50-minute period per week. Individual counseling was made available to students throughout the school year.

Students attended their regular classes to receive basic skills instruction. An individualized learning center was available to all students who required additional work in basic skills.

Wilmington High School, Wilmington, Delaware

Wilmington High School is one of the three high schools located in the city of Wilmington. The student population, grades nine through twelve, totals 2,200 with a minority proportion of nearly 80 percent. The community has a broad commercial and industrial base dominated by the giant E. I. duPont chemical complex.

Full scale operation of the EBCE program began on February 10 with 125 students in grades ten through twelve. Students were recruited from an existing career education program, "Project Expansion."

Career Development activities consisted of career exploration experiences. Six occupational clusters, each with three employer sites, were available for student exploration. Each of the 125 students enrolled in the program had an opportunity to participate in two cluster courses, one in the winter term and one in the spring term. The cluster courses involved three days per week in four three-week cycles. Employer sites for all of the established clusters were secured through the clearinghouse services of Educational Resource Associates. Coordination of field activities was carried out by a guidance counselor who was assisted by a full-time aide.

Career Guidance activities were offered to students on a systematic basis. Students enrolled in the EBCE program participated in group guidance once each week for 50-minute sessions. Each group consisted of 17 to 18 students and contained students from each grade level (tenth through twelfth). The curricular content of the group guidance sessions centered around the RBS Career Clarification Program. Group guidance sessions were conducted by one counselor, two teachers and one paraprofessional. Individual counseling was available to students throughout the program.

An individualized basic skills program already existing in the school was used in place of the RBS Academic Resource Center. This program utilized teacher-developed learning packages in mathematics, social studies and language arts. Project staff reviewed the RBS Individualized Learning for Adults program for possible inclusion in the learning center.

IV. 1975-1976 RBS CAREER EDUCATION SITES: STUDENTS

During the 1975-1976 academic year, 557 students at four sites participated in RBS Career Education. Approximately half of these students participated in evaluation activities. This section describes the background characteristics of those students who participated in the evaluation samples during 1975-1976. Table 1 presents the number of program participants at each of the sites and the size of the evaluation samples.

Table 1

Number of Students Participating in RBS Career Education 1975-1976

Site	Total Number	Evaluation Sample (% of Total)	
Philadelphia, PA	306	69	(22.5%)
Washington, PA	42	42	(100.0%)
Washington Twp., NJ	92	91	(98.9%)
Wilmington, DE	117	74	(63.2%)
All	557	276	(49.6%)

Most students participating in RBS Career Education during 1975-1976 were from the demonstration site in Philadelphia. Although only a small sample of demonstration site students participated in evaluation activities, the sample characteristics (except for grade level) reflect those of the total group. Evaluation samples at the pilot sites are all students who participated in the program excluding testing absences.

Background characteristics were collected to provide basic information on the total range of students available for the evaluation of RBS

Career Education in 1975-1976. The characteristics selected were grade level, sex, race, reasons for enrollment in the program, parental occupation and education level, occupational interests, post-secondary plans, achievement level, and attitudes. These data are presented for all student groups as they were constituted in February, 1976. The characteristics describe demonstration site students who have participated in the program for two years and pilot site students who began participation last year. The tables which describe student demographic characteristics present percentages by category for each site.

Grade

Approximately 45 percent of the students available for the 1975-1976 evaluation of RBS Career Education were twelfth grade students. Twenty-eight (28) percent were tenth grade students and 27 percent were eleventh grade students. Although no ninth grade students participated in program evaluation, several ninth graders were enrolled in the program in Philadelphia. Table 2 presents information regarding the grade level of students.

Table 2

Grade Level

Site \ Grade	9	10	11	12
Philadelphia, PA (n = 65)	0.0	30.8	18.5	50.8
Washington, PA (n = 42)	0.0	30.8	38.5	30.8
Washington Twp., NJ (n = 70)	0.0	47.1	50.0	2.9
Wilmington, DE (n = 68)	0.0	4.4	5.9	89.7
All (n = 245)	0.0	28.1	27.4	44.5

Sex

Fifty-five (55) percent of the students who participated in the 1975-1976 evaluation of RBS Career Education were female. This disproportion reflects the sex category distribution of applicants to the program. This was particularly true at the two urban sites. Table 3 presents information regarding the sexual composition of student groups at the sites.

Table 3

Sex

Site \ Sex	Female	Male
Philadelphia, PA (n = 62)	59.7	40.3
Washington, PA (n = 39)	51.3	48.7
Washington Twp., NJ (n = 68)	42.6	57.4
Wilmington, DE (n = 73)	64.4	35.6
All (n = 242)	55.0	45.0

Race

Over 56 percent of the students involved in the evaluation of RBS Career Education were White. Over 41 percent were Black and less than 3 percent belonged to other ethnic groups. Racial composition varied considerably across the sites. Table 4 presents the racial characteristics of the student samples.

Table 4

Race

Site \ Race	Black	White	Other
Philadelphia, PA (n = 68)	67.2	29.5	3.2
Washington, PA (n = 39)	5.1	94.9	0.0
Washington Twp., NJ (n = 69)	0.0	100.0	0.0
Wilmington, DE (n = 70)	81.4	14.3	4.3
All (n = 246)	41.8	56.1	2.1

Reasons for Career Education Program Enrollment

All groups applied for admission to RBS Career Education and were asked to rank up to three reasons for enrollment in the program. The most often indicated reason was "To find out about careers." The next most often selected reason was "To receive counseling about what to do after I finish school." These two reasons accounted for almost three quarters of the primary reasons for enrollment in the Career Education Program. Reasons for enrollment were fairly consistent across sites. Table 5 presents the primary reasons for enrollment in the program.

Parental Educational Level

Students who applied for RBS Career Education were asked to indicate the educational level of each of their parents. Nearly two-thirds of the fathers and over 68 percent of the mothers were at least high school graduates. Another 22 percent of the fathers and 21 percent of the mothers

Table 5

Primary Reasons for CEP Enrollment

Reason \ Site	Philadelphia, PA (n=58)	Washington, PA (n=36)	Washington Twp., NJ (n=66)	Wilmington, DE (n=67)	All (n=276)
To receive counseling about what to do after I finish school	6.9	22.0	33.3	29.9	23.5
To have more individual attention in my school program	12.1	5.6	0.0	0.0	4.1
To find out about careers	48.3	58.3	40.0	50.7	48.4
To have learning activities outside of the school	1.7	0.0	3.3	9.0	4.1
To get into a program different from the regular school	8.6	5.6	5.0	1.5	5.0
To get help in finding a job	5.2	5.6	6.7	3.0	5.0
To make new friends	1.7	0.0	1.7	0.0	0.9
To get job training	15.5	2.8	10.0	6.0	9.1

had some high school training. Over 8 percent of the fathers and 6 percent of the mothers were college graduates, while almost 10 percent of the fathers and 8 percent of the mothers had some college training. Table 6 presents information regarding the father's educational level and Table 7 presents information regarding the mother's educational level.

Parental Occupations

Students who participated in the program indicated the occupation of each of their parents. Fifty-six (56) percent of the fathers were

Table 6

Father's Educational Level

Level \ Site	Philadelphia, PA (n=50)	Washington, PA (n=38)	Washington Twp NJ (n=68)	Wilmington, DE (n=62)	All (n=218)
Elementary School	10.0	0.0	0.0	6.1	4.1
Junior High School	8.0	10.5	5.9	7.6	7.7
Some High School Training	20.0	15.8	22.1	28.8	22.5
High School Diploma	40.0	36.8	38.2	39.4	38.7
Some College Training	14.0	7.9	10.3	7.6	9.9
College Degree	2.0	7.9	16.2	6.1	8.6
Some Graduate School Training	0.0	2.6	0.0	1.5	0.9
Graduate School Degree	6.0	10.5	7.4	3.0	6.3

Table 7

Mother's Educational Level

Level \ Site	Philadelphia, PA (n=50)	Washington, PA (n=38)	Washington Twp NJ (n=68)	Wilmington, DE (n=62)	All (n=218)
Elementary School	0.0	2.8	0.0	5.7	2.1
Junior High School	7.0	2.8	9.9	7.1	7.3
Some High School Training	28.1	16.7	19.7	21.4	21.8
High School Diploma	40.4	61.1	62.0	47.1	52.1
Some College Training	17.5	5.6	1.4	8.6	8.1
College Degree	3.5	8.3	5.6	7.1	6.0
Some Graduate School Training	0.0	0.0	0.0	1.4	0.4
Graduate School Degree	3.5	2.8	1.4	1.4	2.1

skilled or semi-skilled workers. Over 40 percent of the mothers were homemakers. Table 8 presents paternal occupations and Table 9 presents maternal occupations.

Table 8

Father's Occupation

Occupation \ Site	Philadelphia, PA (n=53)	Washington, PA (n=36)	Washington Twp., NJ (n=68)	Wilmington, DE (n=69)	All (n=226)
Higher executives, proprietors of large concerns, and major professionals	2.2	13.9	5.9	3.3	5.6
Business managers, proprietors of medium sized businesses, and lesser professionals	2.2	2.8	10.3	1.6	4.6
Administrative personnel, small independent business owners, and minor professionals	15.6	5.6	11.8	9.8	11.2
Clerical and sales workers, technicians, and owners of little businesses	4.4	2.8	23.5	3.3	9.7
Skilled manual employees	40.0	33.3	29.4	32.8	33.6
Machine operators and semi-skilled employees	26.7	25.0	17.6	23.0	22.6
Unskilled employees	4.4	5.6	1.5	11.5	5.7
Homemaker	0.0	0.0	0.0	0.0	0.0
Unemployed	4.4	0.0	0.0	3.3	2.0
Other	0.0	0.0	0.0	11.5	3.2

Table 9

Mother's Occupation

Occupation \ Site	Philadelphia, PA (n=57	Washington, PA (n=35)	Washington Twp., NJ (n=71)	Wilmington, DE (n=60)	All (n=223)
Higher executives, proprietors of large concerns, and major professionals	0.0	0.0	0.0	1.5	0.4
Business managers, proprietors of medium sized businesses, and lesser professionals	7.0	14.3	2.8	16.7	9.6
Administrative personnel, small independent business owners, and minor professionals	0.0	0.0	7.0	4.5	3.5
Clerical and sales workers, technicians, and owners of little businesses	24.6	8.6	15.5	9.1	14.9
Skilled manual employees	5.3	9.6	2.8	1.5	3.9
Machine operators and semi-skilled employees	5.3	2.9	7.0	9.1	6.6
Unskilled employees	10.5	8.6	8.5	18.2	11.8
Homemaker	43.9	51.4	50.7	21.2	40.6
Unemployed	3.5	5.7	5.6	12.1	7.0
Other	0.0	0.0	0.0	6.1	1.8

Post Secondary Plans

Participants in RBS Career Education indicated what they expected to do after completing their secondary school program. Students stated up to three choices. One-third of the students planned on full-time employment. Over 31 percent of the responses indicated that students planned to attend four year colleges or universities. These two categories accounted for almost two-thirds of students' post secondary plans. Responses of Washington Township students were inconsistent with responses of students from other sites with respect to plans for college and full time employment. Table 10 presents information regarding students post secondary plans.

Table 10

Post Secondary Plans

Plans \ Site	Philadelphia, PA (n=59)	Washington, PA (n=42)	Washington Twp NJ (n=91)	Wilmington, DE (n=68)	All (n=260)
Full-time Employment	25.4	23.1	49.0	26.5	33.6
Apprenticeship or On-the-Job Training Program	1.7	2.6	4.0	4.4	3.4
Regular Military Service or a Service Academy	5.1	2.6	4.0	5.9	4.5
Full-time Homemaker	3.4	2.7	1.0	0.0	1.6
Vocational, Technical, Trade, or Business School	8.5	5.1	7.0	2.9	6.0
Study of Academic Courses at Junior or Community College	16.9	2.5	4.0	5.9	7.2
Study of Technical or Vocational Subjects at Junior or Community College	0.0	0.0	6.0	5.9	3.6
Four Year College or University	33.9	51.4	11.0	44.1	31.4
Part-time Employment	5.1	5.1	8.0	4.4	5.9
Other	0.0	5.1	4.0	0.0	2.2

Occupational Plans

Participants in the evaluation of RBS Career Education were asked to state their immediate and long-range occupational plans. Long-range occupational plans were in the context of five years after completion of formal education.

Immediate Occupational Plans. Over 20 percent of the students indicated that they planned to be business managers, proprietors of medium-sized businesses, or lesser professionals immediately after completion of their education. Over 18 percent indicated that they planned to be clerical and sales workers, technicians, or owners of small businesses. Eighteen (18) percent planned to be skilled manual employees and over 12 percent planned to be higher executives, major professionals, or proprietors of large concerns. Over 11 percent planned to be administrative personnel or similar employees. Table 11 presents the immediate occupational plans of students.

Long-Range Occupational Plans. Over 22 percent of the students indicated that they planned to be business managers, lesser professionals, or proprietors of medium-sized businesses five years after completion of their education. Over 19 percent planned to be skilled manual employees and over 18 percent indicated they planned to be higher executives, major professionals or proprietors of large concerns. Nearly 15 percent planned on being clerical sales workers, technicians, or owners of small businesses. Table 12 presents information regarding the long-range occupational plans of students.

Table 11

Immediate Occupational Plans

Occupation \ Site	Philadelphia, PA (n=69)	Washington, PA (n=34)	Washington Twp., NJ (n=66)	Wilmington, DE (n=70)	All (n=239)
Higher executives, proprietors of large concerns, and major professionals	19.6	14.3	6.0	12.9	12.6
Business managers, proprietors of medium sized businesses, and lesser professionals	29.4	34.3	7.5	18.6	20.2
Administrative personnel, small independent business owners, and minor professionals	7.8	8.6	20.9	7.1	11.6
Clerical and sales workers, technicians, and owners of little businesses	19.6	8.6	25.4	15.7	18.4
Skilled manual employees	15.7	14.3	19.4	20.0	18.0
Machine operators and semi-skilled employees	5.9	8.6	9.0	5.7	7.2
Unskilled employees	2.0	8.6	7.5	2.9	4.9
Homemaker	0.0	0.0	3.0	1.4	1.3
Unemployed	0.0	2.9	1.5	0.0	0.9
Other	0.0	0.0	0.0	15.7	5.0

Table 12

Long-Range Occupational Plans

Occupation \ Site	Philadelphia, PA (n=48)	Washington, PA (n=39)	Washington Twp., NJ (n=66)	Wilmington, DE (n=69)	All (n=222)
Higher executives, proprietors of large concerns, and major professionals	22.9	35.3	3.0	21.7	18.4
Business managers, proprietors of medium sized businesses, and lesser professionals	35.4	26.5	15.2	17.4	22.1
Administrative personnel, small independent business owners, and minor professionals	4.2	5.9	18.2	13.0	10.6
Clerical and sales workers, technicians, and owners of little businesses	12.5	5.9	16.7	18.8	14.7
Skilled manual employees	16.7	11.8	28.8	15.9	19.4
Machine operators and semi-skilled employees	6.3	5.9	6.1	0.0	4.2
Unskilled employees	0.0	0.0	1.5	1.4	0.9
Homemaker	2.1	8.8	9.1	0.0	4.6
Unemployed	0.0	0.0	1.5	0.0	0.5
Other	0.0	0.0	0.0	11.6	3.7

Occupational Interests

Students completed the Self-Directed Interest Inventory (SDII) as part of the pretest-posttest sessions. The SDII is an adaptation of Holland's Self-Directed Search and summarizes students' interests based upon preferences with regard to activities and occupations, perceived competencies, and self-estimates of ability. Each student receives a summary code which classifies his/her interests according to six occupational categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Students' primary occupational interests are presented in Table 13.

Table 13

Primary Occupational Interests (SDII Summary Code)

Category \ Site	Philadelphia, PA (n=69)	Washington, PA (n=42)	Washington Twp. PA (n=91)	Wilmington, DE (n=74)	ALL (n=276)
Realistic	12.0	16.1	35.0	9.0	19.4
Investigative	6.0	9.0	3.0	9.0	6.3
Artistic	9.0	10.2	13.0	20.0	13.5
Social	57.0	53.8	29.0	53.0	46.2
Enterprising	3.0	5.0	6.0	2.0	4.0
Conventional	13.0	6.5	13.0	7.0	10.4

Primary occupational interests of more than 46 percent of the participants in the 1975-1976 evaluation of RBS Career Education were classified in the Social category. More than 19 percent were classified in the Realistic category. Interests were consistent across sites except for Washington Township, which had a high percentage of students classified in the Realistic category.

Achievement Level and Attitudes

Students at all sites took the evaluation instrument battery during 1976. This battery included the Comprehensive Tests of Basic Skills (CTBS), the Career Maturity Inventory (CMI), and the Student Attitude Survey (SAS). The CTBS was administered on a school-wide basis at Wilmington, and 1975-1976 results were not analyzed.

The results of the CTBS varied widely across sites with average grade equivalent scores of approximately 9.0 on all subtests. Overall, students with a wide range of basic skills achievement levels participated in RBS Career Education during 1975-1976.

Program students exhibited a high degree of career knowledge on the CMI. Raw score means on the two subtests ranged from 12.3 to 17.9 out of a possible 20, even though the instrument was administered as a pre-test at the pilot sites. Several students at each of the sites received perfect scores. Other instruments measuring career knowledge need to be investigated in order to minimize ceiling efforts in future evaluation efforts.

Students' attitudes with regard to various dimensions were moderately positive. Attitudes toward careers and self concept were somewhat positive across sites, whereas attitudes toward learning environments and student's acceptance of others were lower at most sites. Table 14 presents group profiles on the cognitive and affective measures.

Table 14

Group Profiles: Cognitive and Affective Measures

Scale \ Site	Philadelphia, PA (n=69)	Washington, PA (n=42)	Washington Twp., NJ (n=91)	Wilmington, DE (n=74)	All (n=276)
Comprehensive Tests of Basic Skills[1]					
- Reading Comprehension	8.4	11.1	8.2	NA[4]	8.9
- Arithmetic	8.5	11.4	9.0	NA	9.3
- Arithmetic Applications	7.9	10.9	8.7	NA	8.9
Career Maturity Inventory[2]					
- Career Knowledge	15.6	17.9	14.4	13.7	15.0
- Planning	13.2	15.5	12.3	14.0	13.5
Student Attitude Survey[3]					
- Learning Environments	3.67	3.23	3.11	3.59	3.40
- Careers	3.94	3.70	3.56	3.87	3.76
- Self Concept	3.74	3.61	3.41	3.61	3.58
- Others Concept	3.26	3.34	3.22	3.33	3.28

[1] Reported as grade equivalent means
[2] Reported as raw score means
[3] Reported as average item means
[4] NA = Not Available

Summary of Background Characteristics

A total of 276 students participated in the 1975-1976 evaluation samples at RBS Career Education sites. This represented about half of the total number of students who were enrolled in the program last year.

The majority of students who participated in evaluation activities were twelfth graders with smaller representations in tenth and eleventh grades. Ninth grade students were enrolled in the program at the demonstration site but were not included in the evaluation sample last year.

Females constituted a large proportion of the overall evaluation sample, although the male/female ratio varied across sites. Whites outnumbered nonwhites but, again, the ratios varied widely across sites.

Almost half of the students applied to RBS Career Education to learn about careers. The next most indicated reason was to receive counseling about what to do after high school. These two reasons accounted for most of the primary responses to the enrollment question.

Most parents were reported to have some high school education or, at least, a high school diploma. A small percentage of parents were college graduates. Most fathers were skilled or semi-skilled workers, while the largest group of mothers were in the homemaker category.

One-third of the students planned on full-time employment upon graduation from high school, while approximately another third planned to attend four-year colleges or universities. Students indicated a variety of immediate and long-range occupational plans with no dominant occupational category. Response patterns to future plans varied across sites.

Students' interests assessed on the Self-Directed Interest Inventory tended toward those associated with Social occupations as defined by Holland. The Realistic category was the next most common class of interests.

Students exhibited a wide range of achievement levels and attitudes on instruments in the evaluation battery. Mean grade equivalent scores in Reading and Arithmetic ranged from 7.9 to 11.4. Basic skills achievement levels varied widely across sites. Students at all sites exhibited a high degree of career knowledge as measured by the Career Maturity Inventory. Student attitudes varied across sites with moderately high

attitudes toward careers and self concept and somewhat less positive attitudes toward learning environments and acceptance of others.

V. 1975-1976 RBS CAREER EDUCATION SITES: PARTICIPANT OPINIONS

Surveys of participant opinions provide information on the perceptions of students, parents, and community participants with regard to various program elements and the success of program implementation. Information gathered in this way is helpful in assessing program conduct from the viewpoint of the people involved, and the results have planning implications for the individual sites.

Three instruments were administered at the end of the school year to program participants at 1975-1976 RBS Career Education sites: the Student Opinion Survey; the Parent Opinion Survey; and the Community Participant Opinion Survey.

It was intended that surveys be completed by all EBCE students, their parents, and all community resource site participants. Wilmington decided to not administer the community survey. The number of surveys sent, the number returned, and the rate of response by site are indicated in Table 15. The number of student surveys which were "sent" refers to

Table 15

Response Rates of Program Participant Survey

Survey	Phila., Penna.	Wash., Penna.	Wash. Twp., N. J.	Wilm., Del.	Total
Student Opinion Survey					
- Number Sent	306	41	92	117	556
- Number Returned	217	33	58	77	385
- Rate of Response	71%	80%	63%	66%	69%
Parent Opinion Survey					
- Number Sent	306	41	74	77	498
- Number Returned	63	10	19	7	99
- Rate of Response	21%	24%	26%	9%	20%
Community Participant Opinion Survey					
- Number Sent	100	14	23	-	137
- Number Returned	27	12	10	-	49
- Rate of Response	27%	86%	43%	-	36%

all students enrolled in the program at the end of the school year. The number "sent" for the parent surveys is less than the number of students in some cases due to missing or incorrect addresses. The number of surveys "sent" to community participants does not include all employers for similar reasons.

Rates of response for the parent survey and the community participant survey were particularly low. Therefore, results of these surveys should be viewed with caution.

It is clear from Table 15 that the highest number of surveys were received from the demonstration site in Philadelphia. Therefore, overall results of surveys were weighted by responses from participants at that site. Results of each of the three surveys are discussed separately below.

Student Opinion Survey

The results of the Student Opinion Survey are summarized across all sites in Table 16. In general, the responses indicated very favorable opinions of RBS Career Education. Average item responses for the various questions on the survey ranged from a low of 3.3 (Item 2) to a high of 4.2 (Item 18). Average item scores can range from a minimum of 1.0 to a maximum of 5.0.

More detailed information can be obtained by examining the distribution of responses for a given question. In most cases students responded favorably (response categories 4 and 5) to a question rather than unfavorably (response categories 1 and 2). In some cases several students were "not sure" of their responses to questions (for example, Items 10, 19 and 20).

Table 16

Summary of Student Opinions of RBS Career Education

QUESTION	Number and Percent Responding										AVERAGE RESPONSE*
	Definitely No (1)		No (2)		Not Sure (3)		Yes (4)		Definitely Yes (5)		
	n	%	n	%	n	%	n	%	n	%	
1. Have you enjoyed participating in the Career Education Program?	12	3%	9	2%	43	11%	199	52%	122	32%	4.1
2. Do you get enough information about how well you are doing in the program?	26	7%	79	21%	86	22%	138	36%	55	14%	3.3
3. Would you say the Career Education Program has helped you to form career plans?	12	3%	31	8%	73	19%	144	37%	125	32%	3.9
4. Would you say that you've learned a lot while attending the Career Education Program?	4	1%	35	9%	71	18%	194	50%	81	21%	3.8
5. If you had it to do over again, do you think you would decide to participate in the Career Education Program?	37	10%	25	7%	58	15%	134	35%	129	34%	3.8
6. Have the activities available in the Career Education Program been interesting to you?	7	2%	23	6%	47	12%	205	53%	103	27%	4.0
7. In the Career Education Program have you felt that you could progress at your own rate?	15	4%	31	8%	80	21%	179	47%	79	21%	3.7
8. Through your experiences in the Career Education Program have you learned a lot about opportunities for the future?	3	1%	32	8%	38	10%	199	52%	111	29%	4.0
9. Have you had enough choice in selecting the kinds of community resource sites you visit?	28	7%	70	18%	50	13%	166	43%	67	18%	3.6
10. In general, have community resource personnel involved in the Career Education Program been aware of your needs and interests?	14	4%	39	10%	111	29%	170	45%	48	13%	3.5
11. In general, at community resource sites have you been able to do things, rather than just listen?	13	3%	31	8%	47	12%	191	47%	111	29%	3.9
12. In general, have you felt welcome at the community resource sites?	5	1%	14	4%	50	13%	175	46%	139	36%	4.1

QUESTION	Number and Percent Responding										AVERAGE RESPONSE*
	Poor (1)		Fair (2)		Not Sure (3)		Good (4)		Excellent (5)		
	n	%	n	%	n	%	n	%	n	%	
13. How well organized and coordinated do you think the Career Education Program has been?	11	3%	85	22%	43	11%	196	51%	48	13%	3.5
14. How would you rate the general quality of the Career Education Program staff?	12	3%	54	14%	42	11%	196	51%	80	21%	3.7
15. How would you rate the personal counseling available in the Career Education Program?	20	5%	48	13%	41	11%	164	43%	108	28%	3.8
16. How would you rate the overall quality of the Career Education Program activities?	5	1%	49	13%	55	14%	205	53%	68	18%	3.7
17. How would you rate the general quality of the Career Education Program community resources that you've worked with?	3	1%	42	11%	50	13%	188	49%	99	26%	3.9

QUESTION	Number and Percent Responding										AVERAGE RESPONSE*
	Much Less (1)		Less (2)		Not Sure (3)		More (4)		Much More (5)		
	n	%	n	%	n	%	n	%	n	%	
18. In comparison with regular schools, how much opportunity has the Career Education Program provided to you for learning about [illegible]?	9	2%	7	2%	50	13%	177	46%	148	38%	4.2
19. In comparison with regular schools, how much opportunity has the Career Education Program provided for your general learning?	11	3%	25	7%	113	29%	166	43%	69	18%	3.7
20. In comparison with past experiences in regular schools, how motivated have you been to learn in the Career Education Program?	11	3%	30	8%	109	28%	163	43%	70	18%	3.7

* Average responses can range from a low of 1.0 to a high of 5.0.
The numbers describing each of the possible individual responses are indicated in parentheses in the heading.

The overall responses indicated that students enjoy participation in RBS Career Education, find it interesting, learn a lot about careers, and compare the program favorably to traditional school programs. Although no questions were significantly unfavorable, several students indicated a few areas of dissatisfaction. These included information feedback, choice in selecting community sites, and program organization. These responses probably may be attributed to the fact that data processing by RBS was not completed until summer and students did not receive pretest results, and the fact that programs at the three pilot sites were in the early stages of implementation and not completely established.

In addition to the 20 structured-response items on the Student Opinion Survey, three open-ended items were included to assess any positive changes in self, negative changes in self, and any general comments regarding the program. Two hundred and eighty students indicated that they noticed positive changes resulting from participation in RBS Career Education. The positive changes reported by students can be categorized into six different types of responses. These categories and the number of students reporting positive changes within each category are as follows:

1. Increased interpersonal skills - 25
2. Increased interest in school - 47
3. Increased confidence and maturity - 42
4. Increased knowledge of careers - 63
5. Increased interest in careers - 24
6. Increased clarification of career plans - 79

Far fewer students reported noticing any negative changes in themselves due to participation in the Career Education Program. Only 74

students responded to this question. The negative comments can be categorized into five types of responses as follows:

1. Concern for performance in other school subjects - 12
2. Concern for basic skills performance - 15
3. Development of poor work habits - 23
4. Loss of interest in program/school - 8
5. Dissatisfaction with staff/community participants - 16

Most of the students responding to this question indicated positive changes as well as negative changes as a result of participating in the program. Overall, positive comments outnumbered negative comments by a ratio of four to one.

One hundred and fifty-four students provided additional comments regarding participation in the program. In general, most of the additional comments were supportive and endorsed continuation and expansion of the program.

Parent Opinion Survey

The results of the Parent Opinion Survey are summarized across sites in Table 17. This information should be viewed with caution due to the low response rate; the opinions may not be representative of the entire population of parents. In general, the responses indicated very favorable opinions toward RBS Career Education. Average item responses for the various questions on the survey ranged from a low of 2.8 (Item 2) to a high of 4.3 (Items I and II).

More detailed information can be obtained by examining the distribution of scores for a given question. In most cases parents responded favorably (response categories 4 and 5) to a question rather than

Table 17

Summary of Parent Opinions of RBS Career Education

QUESTION	Number and Percent Responding										AVERAGE* RESPONSE
	Definitely No (1)		No (2)		Not Sure (3)		Yes (4)		Definitely Yes (5)		
	n	%	n	%	n	%	n	%	n	%	
1. Do you think your child has enjoyed participating in the Career Education Program?	3	3%	2	2%	7	7%	36	36%	51	51%	4.3
2. Have you received enough information about your child's progress in the Career Education Program?	19	19%	27	27%	15	15%	28	28%	10	10%	2.8
3. Would you say the Career Education Program has helped your child to form career plans?	4	4%	9	9%	22	22%	33	33%	31	31%	3.8
4. Would you say that your child has learned a lot while attending the Career Education Program?	4	4%	9	9%	16	16%	42	42%	28	28%	3.8
5. If you had it to do over again, would you want to have your child participate in the Career Education Program?	5	5%	5	5%	6	6%	31	31%	52	52%	4.2

QUESTION	Number and Percent Responding										AVERAGE* RESPONSE
	Poor (1)		Fair (2)		Not Sure (3)		Good (4)		Excellent (5)		
	n	%	n	%	n	%	n	%	n	%	
6. How well organized and coordinated do you think the Career Education has been?	6	6%	9	9%	16	16%	48	48%	20	20%	3.7
7. How would you rate the general quality of the Career Education Program staff?	3	3%	9	9%	13	13%	49	49%	24	24%	3.8
8. How would you rate the personal counseling available in the Career Education Program?	8	8%	5	5%	25	25%	35	35%	26	26%	3.7
9. How would you rate the overall quality of the Career Education Program activities?	4	4%	5	5%	7	7%	58	58%	23	23%	3.9
10. How would you rate the general quality of the Career Education Program community resources your child has been involved in?	4	4%	3	3%	12	12%	49	49%	30	30%	4.0

* Average responses can range from a low of 1.0 to a high of 5.0.
The numbers describing each of the possible individual responses are indicated in parentheses in the heading.

Table 17 (Continued)

Summary of Parent Opinions of RBS Career Education

QUESTION	Number and Percent Responding										AVERAGE* RESPONSE
	Much Less (1)		Less (2)		Not Sure (3)		More (4)		Much More (5)		
	n	%	n		n	%	n	%	n	%	
11. In comparison with regular schools, how much opportunity has the Career Education Program provided your child for learning about occupations?	2	2%	2	2%	7	7%	43	43%	45	45%	4.3
12. In comparison with regular schools, how much opportunity has the Career Education Program provided for your child's general learning?	3	3%	6	6%	21	21%	43	43%	26	26%	3.8
13. In comparison with past experiences in regular schools, how motivated to learn has your child been in the Career Education Program?	7	7%	4	4%	19	19%	39	39%	30	30%	3.8

*Average responses can range from a low of 1.0 to a high of 5.0.
The numbers describing each of the possible individual responses are indicated in parentheses in the heading.

unfavorably (response categories 1 and 2). Overall, parents noted positive outcomes in their children, approved of various program elements, endorsed the continuation of the program and compared it favorably to traditional school programs.

The question which had the lowest rating reflected a feeling of not receiving enough information about the program (Item 2). This low rating may account for the low return of the parent survey.

Parents also noted positive and negative changes in their children and made general comments on the survey. The majority of responses were positive. Several parents noted increased maturity, responsibility, motivation, and career knowledge.

Community Participant Opinion Survey

The results of the Community Participant Opinion Survey are summarized across sites in Table 18. In general, the responses of community participants who returned the surveys were extremely favorable. Average item responses for the various questions ranged from a low of 3.6 (Item 10) to a high of 4.6 (Items 7 and 12). Very few responses were unfavorable (response categories 1 and 2). A number of community participants responded "not sure" to certain questions. These questions primarily referred to within-school elements of the program.

Overall, community participants were very supportive of all program elements and noted the value of student benefits resulting from the program. Almost all community participants indicated that they would continue their involvement with the program and would recommend that other organizations also become involved.

Table 18

Summary of Community Participant Opinions of RBS Career Education

QUESTION	Number and Percent Responding										AVERAGE* RESPONSE
	Definitely No (1)		No (2)		Not Sure (3)		Yes (4)		Definitely Yes (5)		
	n	%	n	%	n	%	n	%	n	%	
1. Do you think students enjoy participating in the Career Education Program?	0	0%	0	0%	5	10%	26	53%	18	37%	4.3
2. Would you say the Career Education Program helps students to form career plans?	0	0%	1	2%	9	18%	22	45%	17	35%	4.1
3. Would you say that students learn a lot while attending the Career Education Program?	0	0%	1	2%	13	27%	20	41%	15	31%	4.0
4. Do you think that students generally gain from their experiences in the Career Education Program?	0	0%	0	0%	4	8%	22	45%	23	47%	4.4
5. On the whole, would you say that your organization gains by participation in the Career Education Program?	1	2%	2	4%	9	19%	19	40%	17	35%	4.0
6. Would you recommend to other organizations or individuals that they become involved in a Career Education Program?	0	0%	0	0%	4	8%	16	33%	29	59%	4.5
7. Does your organization plan to continue its involvement with the Career Education Program?	0	0%	0	0%	2	4%	17	35%	30	61%	4.6

* Average responses can range from a low of 1.0 to a high of 5.0.
The numbers describing each of the possible individual responses are indicated in parentheses in the heading.

Table 18 (Continued)

Summary of Community Participant Opinions of RBS Career Education

QUESTION	Number and Percent Responding: Poor (1) n	%	Fair (2) n	%	Not Sure (3) n	%	Good (4) n	%	Excellent (5) n	%	AVERAGE* RESPONSE
8. How well organized and coordinated do you think the Career Education Program has been?	0	0%	7	13%	4	8%	28	58%	9	19%	3.8
9. How would you rate the general quality of the Career Education Program staff?	0	0%	1	2%	6	13%	20	43%	19	41%	4.2
10. How would you rate the personal counseling available in the Career Education Program?	0	0%	1	2%	22	51%	13	30%	7	16%	3.6
11. How would you rate the overall quality of the Career Education Program activities?	0	0%	0	0%	13	30%	23	52%	8	18%	3.9

QUESTION	Number and Percent Responding: Much Less (1) n	%	Less (2) n	%	Not Sure (3) n	%	More (4) n	%	Much More (5) n	%	AVERAGE* RESPONSE
12. In comparison with regular schools, how much opportunity does the Career Education Program provide students for learning about occupations?	0	0%	0	0%	0	0%	17	36%	30	64%	4.6
13. In comparison with regular schools, how much opportunity does the Career Education Program provide for students' general learning?	0	0%	2	4%	17	37%	19	41%	8	17%	3.7
14. In comparison with regular schools, how motivated to learn do you think students are in the Career Education Program?	0	0%	0	0%	21	46%	15	33%	10	22%	3.8

* Average responses can range from a low of 1.0 to a high of 5.0.
The numbers describing each of the possible individual responses are indicated in parentheses in the heading.

Community participants made general comments about the program on the survey. The number of positive responses outnumbered the number of negative responses by approximately four to one.

VI. SUMMARY

This report has provided descriptions of the implementation of RBS Career Education at four sites during the 1975-1976 school year. Characteristics of participating students and opinions of students, parents, and community participants have been presented.

RBS Career Education has been developed, implemented, and tested as a result of the National Institute of Education's initiative in sponsoring Experience-Based Career Education. The program provides secondary school students with cognitive skills, career experiences, and personal perspectives which aid in the selection and pursuit of adult life goals. Three principal instructional components are employed to achieve the program goals; they are Career Development, Career Guidance, and Basic Skills. Students participate in activities conducted at the sites of various community resources and at a central facility within the participating high school.

RBS Career Education has been under development for five years and has just completed its fourth year of operation in Philadelphia as the Academy for Career Education. The Academy has served as a focus for formative evaluation activities throughout the development effort, and a summative evaluation of student outcomes was conducted during the 1974-1975 and 1975-1976 school years. The program's effectiveness in the development of students' career skills, life or self-skills, and basic skills has been established and documented. During 1975-1976 the Academy served in a demonstration capacity in order to illustrate program operations to potential adopters of RBS Career Education.

During the 1975-1976 school year, RBS Career Education moved into a dissemination phase in order to test the program's effectiveness in settings outside of the demonstration site. Program operations were initiated at midyear in three pilot sites: Washington, Pennsylvania; Washington Township, New Jersey; and Wilmington, Delaware.

Common evaluation activities which were conducted across all RBS Career Education sites during 1975-1976 included monitoring program operations and assessing participant opinions. The study of student outcomes was continued within the context of a true experimental design at the demonstration site. Although evaluation of student outcomes was not possible at the pilot sites due to the short duration of program operations, students at each site were pretested within a quasi-experimental design.

Basic information on student demographic characteristics, career skills, life or self skills, and basic skills was collected at all four 1975-1976 RBS Career Education sites. Participant opinion information was also collected at all four sites. The following instruments were administered at each of the sites to collect the evaluation data:

Career Skills

- Career Maturity Inventory (Career Knowledge and Planning Subtests)
- Student Attitude Survey (Career Attitude Scale)
- Self-Directed Interest Inventory

Life or Self Skills

- Assessment of Student Attitudes Toward Learning Environments
- Student Attitude Survey (Acceptance of Self Scale)
- Student Attitude Survey (Acceptance of Others Scale)

Basic Academic Skills

- Comprehensive Tests of Basic Skills (Reading Comprehension Test, Arithmetic Concepts Test, Arithmetic Applications Test)

Student Demographic Characteristics

- Student Demographic Data Questionnaire

Participant Opinions

- Student Opinion Survey
- Parent Opinion Survey
- Community Participant Opinion Survey

Results of the various measures were summarized for descriptive purposes in this report.

The flexibility of RBS Career Education was clearly demonstrated by the fact that each of the pilot sites has taken a set of common concepts developed within the context of the demonstration site and has adapted them to their own local needs and resources. All sites reflected the following general characteristics related to RBS Career Education.

1. Utilization of the community as a primary focus of learning.
2. Use of experiential learning as a major mode of instruction.
3. Development of systematic career exploration activities organized within a career cluster framework.
4. Individual and group guidance activities utilizing the RBS Career Clarification Program.
5. A basic skills emphasis through the utilization of some form of individualization of instruction.
6. A management system which integrates basic skills, guidance and career development.

Thus, the three basic components of RBS Career Education - Career

Development, Career Guidance, and Basic Skills - were implemented at each of the four 1975-1976 sites, although the operation of the components was somewhat different at each of the sites.

A wide range of students participated in evaluation activities across the four sites during the 1975-1976 school year. Evaluation samples comprised approximately half of all students who participated in RBS Career Education during the past year. A total of 557 students were enrolled in the program at all four sites. Most of the program students who were not in the evaluation samples were enrolled at the demonstration site. In general, the evaluation sample accurately reflected the total population of 1975-1976 student participants.

Most students in the evaluation sample were enrolled in twelfth grade with smaller representations from tenth and eleventh grades. Ninth graders participated in the program at the demonstration site but were not involved in evaluation activities.

Female participants outnumbered males and there was a slightly higher number of Whites than nonwhites enrolled in the program. The sex and race ratios varied widely across sites.

Almost three-quarters of the students indicated that they enrolled in the program to learn about careers or to receive counseling about what to do after high school.

Most parents were reported to be at least high school graduates. The majority of fathers were skilled or semi-skilled workers while most mothers were in the homemaker category.

One-third of the students planned on full time employment upon graduation from high school while approximately another third planned to attend four year colleges or universities. Students indicated a variety of immediate and long-range occupational plans. Students' interests tended toward those associated with "Social" types of occupations. Students at all sites exhibited a high degree of career knowledge.

Students exhibited a wide range of achievement levels; performance across sites varied considerably. Mean grade equivalent scores in Reading and Arithmetic ranged from 7.9 to 11.4.

Student attitudes varied across sites with moderately high attitudes toward careers and self-concept and somewhat less positive attitudes toward learning environments and acceptance of others.

Participant opinion surveys were administered to students, parents, and community participants at four 1975-1976 RBS Career Education sites at the end of the school year. These surveys indicated the perceptions of participants regarding various program components and the success of program implementation.

In general, the responses of students, parents, and community participants during the 1975-1976 school year were very favorable toward the program. Students enjoyed participating in the program, indicated that they learned about careers, were satisfied with program elements, recommended continuation of the program and compared it favorably to traditional school programs. Parents perceived positive effects in their children, rated program elements highly, urged program continuation,

and compared it favorably to traditional school programs. Community participants noted similar perceptions and stated intentions to continue participation in the program and to recommend it to other organizations. Participants noted the following positive changes in students: increased interpersonal skills, increased interest in school, increased confidence and maturity, increased knowledge of careers, increased interest in careers and increased clarification of career plans. Although very few negative responses were received, some participants indicated problems in basic skills achievement, work habits, overall school performance, and school interest. Overall, positive responses outnumbered negative responses by a margin of four to one.